

APLU

ANNUAL REPORT



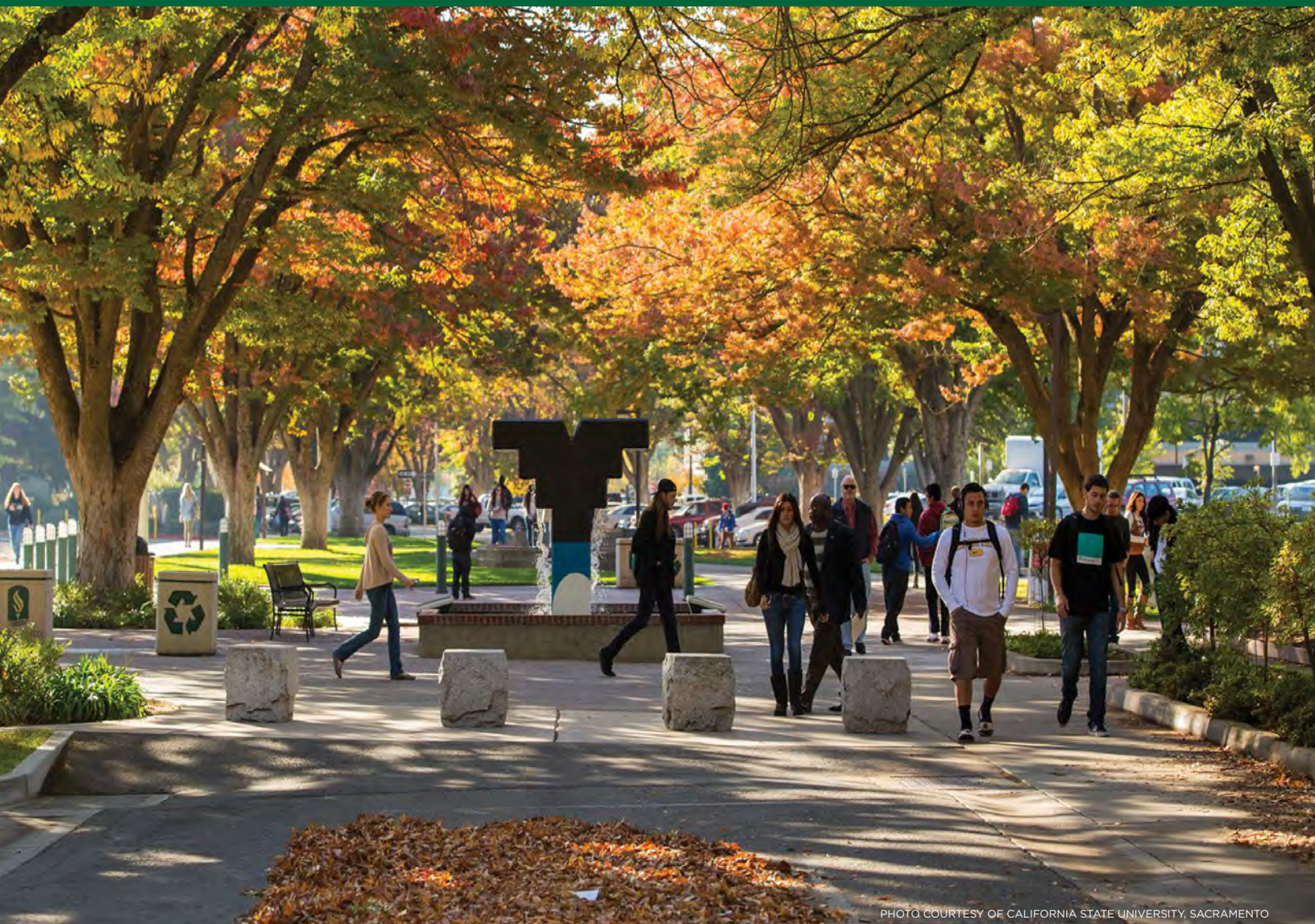


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TOP ROW, FROM LEFT: University of Arkansas;
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BOTTOM ROW: University of Texas at
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TOP ROW, FROM LEFT: New Jersey Institute
of Technology; Washington State University

BOTTOM ROW: North Dakota State University;
University of Minnesota

Dear Friends:

I am pleased to present the Association of Public and Land-grant Universities' 2014 Annual Report.

Our association and membership engaged in a wide array of projects and initiatives during this past year. APLU and our members strengthened public universities by increasing degree completion and academic success, advancing cutting-edge research, and improving communities, states, and countries through engagement and economic development.

As you'll read on the following pages, APLU worked hard in 2014 to: fight for increases in federal research and education funding to help close the innovation deficit; begin new initiatives, expand on existing efforts, and strengthen partnerships to further Project Degree Completion; further the Student Achievement Measure to better track student progress and completion; develop a strong policy initiative to increase institutional accountability; disseminate new metrics and guidelines for economic engagement activities; launch the Personalized Learning Consortium; author a science, education, and outreach roadmap for natural resources; advance our Mathematics Teacher Education Partnership; create a pathway for the advancement of higher education in Africa; and address a whole range of other projects and initiatives. And 2014 was also the year we celebrated the 100th anniversary of the Smith-Lever Act, which authorized Cooperative Extension.

Looking ahead to 2015, we know public universities will continue to face a series of challenges as well as



new opportunities. As a national—and now North American—association, APLU is well-positioned to help our institutions work together to grow stronger and better serve students and the public. We have a lot of

work ahead of us as we face a newly shaped Congress, the reauthorization of the Higher Education Act, the further development of and alternatives to President Obama's college ratings system, the scheduled return of sequestration and its impact on budget battles over research and education programs, an ever complex learning technologies landscape, and much more.

Through all of these challenges, APLU is working to advance the interests of our universities while providing programming and forums for best practices that can be developed and shared across our institutions. Our membership of public research universities continues to grow with 22 new institutions joining the association in 2014. Nearly all the public research universities and land-grant institutions in the U.S. are now members of APLU. It is through the membership and collective engagement of all our institutions, as well as our supporters, that our association is stronger and more effective than ever before.

Sincerely,

A handwritten signature in green ink that reads "Peter McPherson". The signature is fluid and cursive.

M. Peter McPherson
PRESIDENT

Projects & Initiatives

PROJECT DEGREE COMPLETION

APLU continued to advance its Project Degree Completion efforts through a wide array of activities and initiatives. Nearly 500 four-year public colleges and universities that are members of APLU and the American Association of State Colleges and Universities (AASCU) committed to boost college completion by 3.8 million students to help the nation reach the goal of 60 percent of adults possessing a post-secondary degree by 2025. Through Project Degree Completion, the institutions are increasing the number of bachelor's degrees they award from an estimated 14.6 million to 18.4 million by 2025.

Commitment from Public College and University Associations for White House Summit

To bolster educational attainment efforts and strengthen educational pathways for students, APLU, the American Association of Community Colleges (AACC), and AASCU pledged to work collectively to support and

accelerate the college completion efforts of their member institutions. The three associations, whose more than 1,500 member institutions educate nearly three-quarters of all postsecondary students in the country, outlined three key areas in which they will collaborate as part of a formal commitment made for the second White House College Opportunity Summit held in December 2014:

- Create seamless transitions for students across sectors and institutions through enhanced advising, transfer of credits, and innovative enrollment and financial aid policies;
- Improve access and opportunity by building clear educational and career pathways through better K-16 alignment, especially in STEM fields; and
- Provide more accurate and comprehensive outcomes measures of student progress and success.

This new commitment reinforces existing partnerships and provides opportunities for the three associations to work more closely together on critical issues related to

educational attainment, particularly for low-income, minority, and adult students. This collective commitment by the three associations will more effectively position public colleges and universities to build networks, share ideas, evaluate promising practices, and, most importantly, institute reforms within each of these important areas.

ON THE WEB: www.aplu.org/pdc

Stakeholders Meeting & Synthesis Report

APLU and AASCU, with the support of the Lumina Foundation, sought to better understand the investment in degree attainment made by higher education organizations, foundations, and advocacy groups. The associations undertook two primary activities: a survey of organization efforts and a meeting of organization leaders to provide stakeholders with insights into the efforts being undertaken across groups.

Meeting and survey results were compiled into a synthesis report that presented an overview of degree attainment efforts, including the primary goals and actions taken to



reach degree attainment benchmarks, as well as common and emerging areas of focus and gaps that need to be addressed.

FUTURE STEPS: APLU will distribute the report broadly and help coordinate a national strategy for promoting degree attainment.

FUNDING: Lumina Foundation

ON THE WEB: www.aplu.org/pdc

MVP Project Degree Completion Awards

APLU presented its second annual Most Visible Progress (MVP) Project Degree Completion Awards to the University of Tennessee, Knoxville and Florida State University during a special ceremony at the association's annual meeting. The MVP Awards are designed to both reward the efforts of universities successfully retaining and graduating students and highlight those schools as models for other institutions.

FUTURE STEPS: For the past two years, APLU has given two awards: the MVP Trailblazer Award and the

MVP Opportunity Award. Next year, APLU will combine these awards and rename it the Project Degree Completion Award.

FUNDING: Lumina Foundation

ON THE WEB: www.aplu.org/MVPawards

Transformational Planning Grant

As public research universities seek to keep pace with an evolving student body, the Transformational Planning Grant (TPG) effort that APLU and the Coalition of Urban Serving Universities (USU) are leading includes seven urban research university members in a one-year, innovative project that strives to transform the way higher education is delivered. California State University, Fresno; Florida International University; Georgia State University; Portland State University; Temple University; the University of Akron; and the University of Illinois at Chicago each received \$225,000 as part of the TPG project to research, develop, and test new,

scalable university business models that can increase access, improve success rates, and find greater cost efficiencies. APLU, in coordination with USU, is managing the grant and the cohort of seven urban institutions. The Bill & Melinda Gates Foundation funded the initiative. APLU intends to use its national network to scale the most promising findings and practices of the seven grantees to help its more than 200 public university members better meet the needs of their evolving student populations.

FUTURE STEPS: The TPG project is implementing five working groups each tasked with developing a product or deliverable that will share the knowledge and thinking through the business model impact. The five groups focus on adult learners, financial predictors relative to student success, regional collaboration, gateway courses, and developing faculty as change agents. The project will conclude in summer 2015.

FUNDING: Bill & Melinda Gates Foundation

ON THE WEB: www.aplu.org/tpg



Members from the University of Tennessee, Knoxville receive the MVP Award at the 2015 APLU Annual Meeting. Florida State University also won.

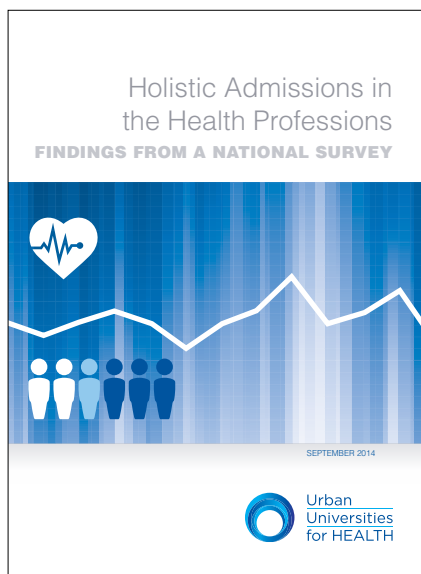


PHOTO COURTESY OF PORTLAND STATE UNIVERSITY

Exploring Holistic Admission Practices in the Health Professions

Urban Universities for HEALTH—a collaboration between APLU, the Coalition of Urban Serving Universities (USU), and the Association of American Medical Colleges (AAMC)—conducted a national survey on holistic admissions practices as a strategy for increasing diversity and student success.

The survey focused on the health professions due to the growing use of this practice among health profession schools. Holistic review is a university strategy that assesses an applicant's unique experiences alongside traditional measures of academic achievement such as grades and test scores. It is designed to help universities consider a broad range of factors reflecting the applicant's academic readiness, contribution to the incoming class, and potential for success both in school and as a professional. Holistic review, when used in combination with a variety of other mission-based practices, constitutes a "holistic admissions" process.



The survey results, released in September 2014, show holistic admission is widely used across schools of health professions nationwide and that it's had a positive impact on academic success, diversity, and other outcomes related to the learning environment.

A total of 104 universities from 45 different states participated in the study with schools of nursing, medicine, dentistry, public health, and pharmacy providing data. Survey respondents self-reported their use of holistic review, but they also reported their schools' admissions practices. Actual practices were held up against a theoretical model for holistic admissions in order to objectively assess the extent to which schools have a holistic process.

FUNDING: National Institutes of Health (NIH) and Human Resources and Services Administration (HRSA)

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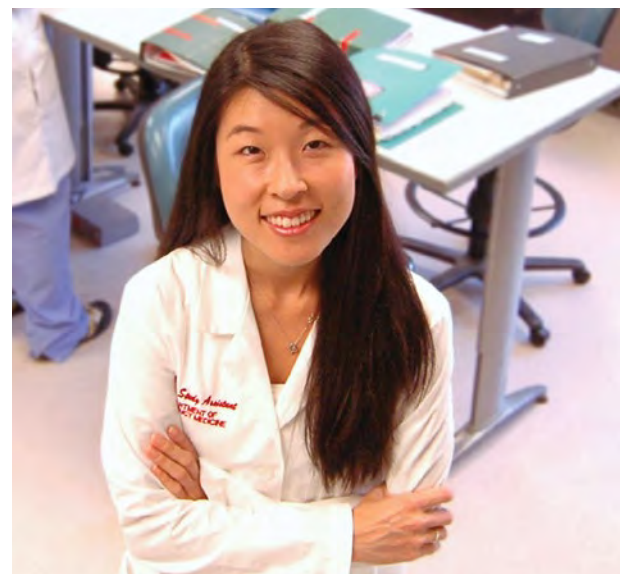


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ACCOUNTABILITY & TRANSPARENCY

Student Achievement Measure

APLU continues to take a leading role in promoting and advocating for the Student Achievement Measure (SAM)—a web-based national initiative that provides all colleges and universities with a tool to report the progress and completion rates of significantly more students than the federal graduation rate.

SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at the institution at which they start. SAM provides a comprehensive picture of student progress on the path to earning a college degree or certificate by including outcomes for students who transfer both into and out of an institution and reporting outcomes for part-time students, an optional feature introduced in October 2014.

As of mid-December, more than 550 colleges and universities

(including about 90 percent of APLU members) from all 50 states are now participating in SAM. The SAM website tracks progress and completion of half a million more students for those schools than the federal graduation rate.

SAM is a joint effort of APLU and the other five higher education presidential associations: American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), the Association of American Universities (AAU), and the National Association of Independent Colleges and Universities (NAICU).

FUTURE STEPS: SAM is frequently cited in discussions of and documents for reauthorizing the Higher Education Act. As HEA reauthorization takes center stage in 2015, APLU will continue to advocate for this

new measure to replace the outdated federal graduation rate. The Obama administration is also exploring ways to use SAM data.

Additionally, discussions are now underway with the National

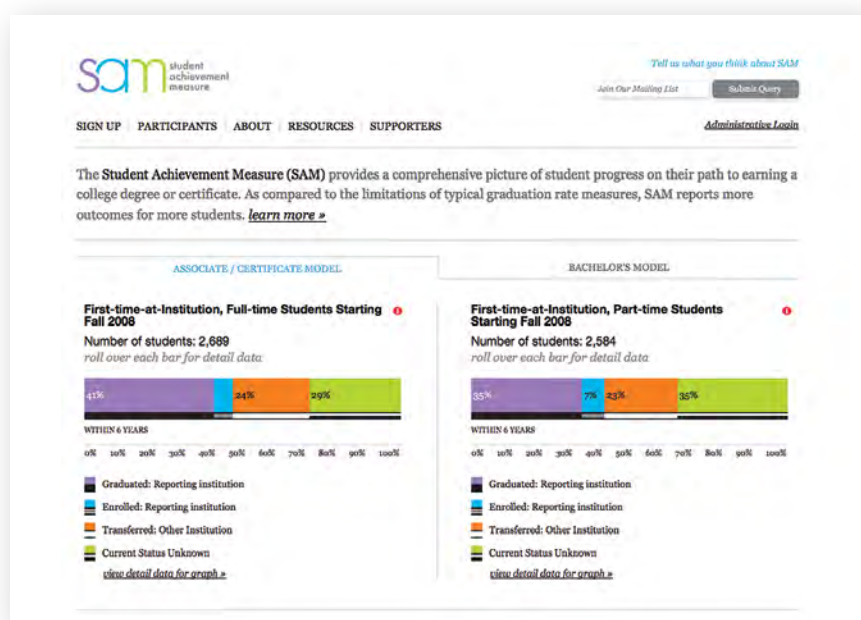
Association of System Heads on the feasibility of creating SAM system-level metrics. A pilot project with the State University of New York (SUNY) System and the Tennessee Board of Regents began in fall 2014 and is expected to be completed in spring 2015.

FUNDING: Bill & Melinda Gates Foundation

ON THE WEB: www.studentachievementmeasure.org

Voluntary System of Accountability

The Voluntary System of Accountability (VSA), a joint project between APLU and the American Association of State Colleges and Universities (AASCU) that began in 2007, is a leading consumer information source and valuable accountability tool for public institutions. External audiences can use the VSA's College Portrait to find a simple, straightforward presentation of



comparable information that comes directly from public universities at no cost to students or their families.

The redesigned College Portrait website was released in October 2014. The new site allows users to find information faster and more easily and also displays correctly on mobile devices. Additionally, the updated site's homepage enables more detailed analytics that show the types of users who visit the College Portrait website.

The VSA and College Portrait continue to be recognized nationally and within states as pioneers in providing comparable, consumer information to external audiences. The effort is a collective, voluntary response to the contention that a lack of useful data hinders policymakers, students, and the public from making informed decisions. The VSA is a demonstration of public colleges and universities' willingness to measure and publicly report learning outcomes and student engagement, while keeping control of the curriculum and measurement within the academy. More broadly, VSA participants represent 40 percent of public four-year institutions and enroll 60 percent of undergraduate students attending public institutions.

FUTURE STEPS: A new interactive tool—College Portrait At A Glance—will be released in 2015 and allow users to create custom snapshots of their College Portrait information organized around a central theme or issue.

ON THE WEB: www.collegeportraits.org

Response to Obama Administration's Proposed College Ratings Plan

Concerned with the Obama administration's proposed higher education ratings plan, APLU developed its own proposal—in consultation with its members—to increase transparency and accountability. The proposal is not a ratings plan, but does reaffirm public universities' commitment to transparency and accountability with a practical plan that would achieve President Obama's broader goals. The plan was first provided to the administration, Congress, and general public in January 2014.

APLU's proposal is twofold. On the transparency side, the plan calls for the public availability of certain accurate and straightforward

information about all postsecondary institutions. As to accountability, the proposal seeks to address the problem of very poor performing institutions that do not serve their students well and waste taxpayer dollars. More specifically, APLU proposes improving accountability by strengthening "institutional eligibility" for Title IV student aid. Eligibility would be based on three factors—progress and completion rates for all students (using the Student Achievement Measure as available), student loan repayment rates, and post-collegiate outcomes such as employment and advanced education.

In applying those factors, adjustments would be made for the nature of the student body, i.e., a "student readiness adjustment." Schools that fare extremely poorly after such an adjustment would be subject to further scrutiny. Institutions could gradually lose their eligibility to accept Title IV money and would lose all eligibility if they didn't improve. Schools that performed very well in regard to their Title IV students could be rewarded.

In addition to disseminating its plan widely to Congress and the administration, APLU also convened



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a forum in April 2014 to present its proposal and allow for a more complete discussion of ways for all colleges and universities to be more transparent and accountable. The forum was also webcast to audiences outside Washington. APLU continues to be in regular contact with the Hill and the White House on this set of issues.

ON THE WEB: www.aplu.org/alternativeplan

NEXT STEPS: APLU continues to strengthen its plan, while maintaining its key components, and will be submitting formal comments to the Department of Education on the ratings framework it released in December 2014.

Post-Collegiate Outcomes Project

In collaboration with the American Association of Community Colleges (AACC) and American Association of State Colleges and Universities (AASCU), APLU convened working groups of higher education leaders and subject-matter experts to develop a framework for thinking about and measuring post-collegiate outcomes.

The resulting framework and associated tools offer a mechanism for higher education leaders, advocacy professionals, and policy experts to discuss the full-range of college outcomes, including social and civic contributions as well as the personal economic benefits on which legislators and the media so frequently focus.

FUTURE STEPS: APLU, AACC, and AASCU will seek additional funding to develop specific methods and metrics for measuring the outcomes within the framework and recommend a format for reporting across institutions.

ON THE WEB: www.aplu.org/2014AnnualReport

Commission on Information, Measurement, and Analysis

The APLU Board of Directors approved a new commission: the Commission on Information, Measurement, and Analysis (CIMA). CIMA creates a forum for cross-functional discussions on how to more systematically create and improve the data infrastructure and build the analytic capacity required to more effectively guide campus planning

and decisions. The CIMA Executive Committee was convened at the 2014 APLU Annual Meeting to finalize the operating guidelines for the new commission and to build an agenda for 2015.

FUTURE STEPS: CIMA will publish its initial priority areas, begin member outreach, and host its first summer meeting in 2015.

Urban Serving Universities Innovation Challenge Pitch

One of the biggest challenges facing both higher education and the economy is the seeming lack of alignment between what a student learns and what employers need. At the APLU Annual Meeting, the Coalition of Urban Serving Universities (USU) designed an innovative session that allowed university representatives to pitch their innovations on ways to strengthen the university-employer/labor market relationships to a panel of judges. Eleven universities pitched their advances before a panel of judges. Cleveland State University, the University of Houston, and the University of Louisville each received seed funds of \$10,000 for their innovative ideas.

FUNDING: Lumina Foundation

ON THE WEB: www.aplu.org/2014AnnualReport



Judges for the Coalition of Urban Serving Universities Innovation Challenge Pitch session listen to presentations during the 2014 APLU Annual Meeting.



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PHOTO COURTESY OF ALCORN STATE UNIVERSITY

ACCESS & DIVERSITY

National Access, Diversity, & Excellence Summit

APLU's Commission on Access, Diversity, and Excellence (CADE) hosted more than 100 presidents, provosts, chief diversity officers, student affairs professionals, and enrollment managers to develop and share campus-based strategies at the inaugural National Access, Diversity, and Excellence Summit in August 2014 on the campus of the University of Massachusetts Boston.

The purpose of the summit was to build a network of institutions committed to implementing an action-oriented agenda and improving student outcomes. The summit provided a forum for sharing strategies on improving access and outcomes with an emphasis on low-income, first-generation, and underserved students; supporting access to and success in science, technology, engineering, and mathematics (STEM) disciplines for all students; increasing the diversity of the K–12

teaching workforce; and enhancing the recruitment and retention of a diverse and qualified professoriate at public four-year institutions.

FUNDING: University of Massachusetts Boston

Historically Black Colleges and Universities (HBCU) Student Success Summit

As part of the effort to increase degree completion rates, the Council of 1890 Universities held the HBCU Student Success Summit in Atlanta, Georgia. The meeting included more than 200 HBCU senior-level administrators, students, faculty, and staff to learn about best practices and develop strategies for historically black institutions to improve student success. Topics covered during the summit included student recruitment; student diversity; financial aid and fundraising; retention and graduation; Title IX compliance; LGBTQ student support; and K–20 partnerships.

FUNDING: Educational Testing Service (ETS); American Association of State Colleges and Universities

(AASCU); The College Board; Royall and Company

Minority Male STEM Initiative

The Minority Male STEM Initiative increased collaboration between a select sample of two-year and four-year institutions to improve recruitment and success of underrepresented minority males in STEM disciplines.

The primary objective of the initiative is to identify how APLU can most effectively engage its member institutions in a comprehensive dialogue on the subject of minority males in STEM. The overall aim is to provide leading public higher education institutions with the tools, information, and perspectives that will assist them in identifying, retaining, and graduating minority males in STEM fields.

FUNDING: Kresge Foundation

ON THE WEB: www.aplu.org/mmsi



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HBCU Innovation and Entrepreneurship Collaborative

In January 2014, APLU, VentureWell, the United States Patent and Trademark Office, and the United Negro College Fund formed the HBCU Innovation and Entrepreneurship Collaborative. The effort brings together a cohort of 15 public and private HBCUs committed to a multi-year collaboration to foster innovation, commercialization, and entrepreneurship on their respective campuses; improve student success by implementing new institutional courses; transform faculty pedagogy; and create partnerships with government and private industries.

In a related effort funded by the Lemelson Foundation, APLU co-hosted the 2014 HBCU Inventors and Innovators Symposium/Collaborative, bringing together more than 100 university administrators, faculty, and students from more than 20 institutions. Both efforts are intended to stimulate campus activities and programs that foster a culture of innovation and entrepreneurship on member campuses.

FUNDING: Lemelson Foundation; VentureWell

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Additional Efforts

APLU facilitated a memorandum of understanding between the U.S. Department of Agriculture (USDA) and 1890 Universities to increase funding, grants, and contract opportunities for those institutions. A similar agreement was facilitated with the Environmental Protection Agency. Additionally, APLU worked with the USDA National Institute for Food and Agriculture to plan and carry out the USDA/1890 Universities' task force meeting held in March and partnered with the White House Initiative on HBCUs.

APLU continued outreach to students with the Peace Corps as a part of an agreement with the Council of 1890 Universities.

FUTURE STEPS: In addition to continuing the work on innovation and entrepreneurship at HBCUs, APLU will increase its focus on

research, advocacy, programs, and initiatives that lead to transformation and change at minority-serving institutions to increase student access and success.

ON THE WEB: www.aplu.org/OASresearch

LEARNING TECHNOLOGIES

Personalized Learning Consortium (PLC)

APLU formally launched the Personalized Learning Consortium (PLC) as a follow-up to work completed under a previous Bill & Melinda Gates Foundation grant. The PLC serves as a coordinating body to foster multi-institutional cooperation and collaboration that will advance the use of information technology to improve student learning, retention, and graduation. The consortium is intended to be a reliable source of information on personalized learning technologies; an aggregator and organizer of demand; and a market-maker between users



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and producers/vendors. It operates as a membership group under the umbrella of APLU.

The PLC enlisted 19 APLU universities as dues-paying sustaining members and four as basic members. It has also implemented a PLC-member collaboration platform for communication, file sharing, and project management.

FUTURE STEPS: The PLC participated in an invitation-only Bill & Melinda Gates Foundation Next

Generation Courseware Challenge and partnered with two learning platform vendors that have now been designated for courseware development grants. The consortium continues to convene member institutions for discussion and planning in all focus areas.

ON THE WEB: www.aplu.org/plc

RESEARCH, SCIENCE, & TECHNOLOGY

Research Intensive Committee: University Issues and Policies

APLU's Research Intensive Committee (RIC) of the Council of Presidents continues to provide guidance on issues affecting the most research intensive public universities. As a result of RIC discussions, APLU established a task force to consider whether and how commercialization of technology and economic development work should be considered in tenure and promotion decisions. A separate task force was established

to more clearly define the public purposes of technology transfer and the management of university intellectual property.

FUTURE STEPS: APLU will continue to engage the members of the RIC on emerging and existing issues affecting public research universities. The task force will report to APLU and its members.

Expanded Public Access to the Results of Federal Research

With the Association of Research Libraries (ARL) as lead, and in coordination with AAU, APLU helped guide the research university response to the White House Office of Science and Technology Policy directive on expanded public access. Through the **SH**ared **A**ccess **R**esearch **E**cosystem (SHARE), universities and their libraries aim to enhance the public discovery and reuse of articles and data that result from public funding. The SHARE Notification System captures publication events of articles and data, the registry organizes



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them and assures unique identifiers, and the discovery system allows effective retrieval.

FUTURE STEPS: APLU will continue to work with ARL and AAU on promoting SHARE to various audiences, refining the concept, guiding implementation work, and ensuring the preservation of public research.

FUNDING: To ARL from the Alfred P. Sloan Foundation and the Institute of Museum and Library Services for development of the SHARE Notification System and planning

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STEM EDUCATION

Science & Mathematics Teacher Imperative (SMTI)- Mathematics Teacher Education Partnership (MTEP)

The Mathematics Teacher Education Partnership (MTEP) is part of APLU's Science and Mathematics Teacher Imperative (SMTI). It is comprised of



PHOTO COURTESY OF VIRGINIA TECH

38 teams across 30 states—including 69 universities, more than 100 school systems, nine community colleges, and other interested institutions—working collaboratively to redesign secondary mathematics teacher preparation programs. This partnership provides a coordinated research, development, and implementation effort for secondary mathematics teacher preparation programs to meet the challenges of the Common Core State Standards for Mathematics and to embody research and best practices in the field.

MTEP focused its work in several research action clusters including: active learning in undergraduate mathematics courses; recruiting future mathematics teachers; funding mentor teachers; and developing metrics for demonstrating more and better mathematics teachers from this national effort.

FUTURE STEPS: MTEP is now developing proposals for significant future funding from federal agencies and foundations.

FUNDING: Helmsley Charitable Trust

Science, Technology, Engineering, and Mathematics (STEM) Education Centers

APLU's STEM Education Center Network convened a follow-up meeting, as an add-on to the national STEM Education Transformation meeting in October 2014. The effort fosters communication and interaction among STEM Education Centers to enhance their capacity to support effective undergraduate science, technology, engineering, and mathematics education. APLU is seeking support to



PHOTO COURTESY OF UNIVERSITY OF LOUISIANA AT LAFAYETTE



PHOTO COURTESY OF OREGON STATE UNIVERSITY

build a national network to provide resources, share knowledge, and undertake research on how to develop and sustain such a national network.

Curriculum Alignment Tool

APLU, in concert with UTeach, undertook the research and development of a curriculum alignment tool (CAT) to map undergraduate science course objectives against the Next Generation Science Standards.

FUNDING: Bechtel Foundation

AGRICULTURE, EXTENSION, HUMAN SCIENCES, & NATURAL RESOURCES

National Summit on Teaching Excellence in Agricultural Sciences

The Academic Programs Section (APS) of the Board on Agriculture Assembly hosted a National Summit on Teaching Excellence, which focused on administrative and professional support of

teachers in colleges of agriculture. APS distributed nine Innovative Teaching Awards that included a prize of small planning grants that will allow educators to enhance their teaching programs, collaborate with colleagues at other universities, and prepare a project for additional grant applications.

FUTURE STEPS: APS held a visioning session at the APLU Annual Meeting to set priorities for the next five to 10 years.

From Food to Natural Resources

The Boards on Natural Resources and Oceans, Atmosphere, and Climate released the report, *Science, Education and Outreach Roadmap for Natural Resources*, in May 2014. The boards briefed Office of Management and Budget examiners and research leaders at USDA's National Institute for Food and Agriculture. They also presented their findings at a seminar on Capitol Hill. The *Roadmap* continues to be referenced in national papers and journals.

ON THE WEB: www.aplu.org/NaturalResourcesRoadmap

2014 Farm Bill

After three years of concerted effort of consultation, education, and advocacy by the Board on Agriculture Assembly's Committee on Legislation and Policy with its representatives from a number of CFERR boards, Congress delivered and the president signed the "Agricultural Act of 2014" (the farm bill).

The passage of the legislation is always viewed as an important achievement since the farm bill is the primary agricultural and food policy vehicle of the federal government. The measure provides the continuing authorizations for capacity and competitive funding to be appropriated for research, education, and outreach in agriculture and related areas essential to APLU institutions. The 2014 farm bill also included a new competitive research program through the establishment of a Foundation for Food and Agriculture Research.

Cooperative Extension Celebrates 100th Anniversary

Cooperative Extension celebrated the 100th anniversary of its authorizing



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PHOTO COURTESY OF GEORGE MASON UNIVERSITY

legislation, the Smith-Lever Act, with a convocation in Washington, DC, social media outreach, and various state and local events. It also launched a database of impacts land-grant universities have on the nation. Extension also completed the National Extension Framework for Health and Wellness; established a 4-H National Leadership Committee; and recommended a new business model for www.extension.org.

Extension also published a complete report of its 2014 accomplishments.

ON THE WEB:

www.extension100years.net
www.landgrantimpacts.org
www.aplu.org/2014AnnualReport
www.extension.org
www.aplu.org/CESannualreport

Water Security

The Experiment Station and the Cooperative Extension sections of the Board of Agriculture Assembly culminated a year-long effort to design a program to address the challenges of water quality and quantity. Conceived as a comprehensive national program,

the resulting report outlines a proposed five-year \$500 million initiative by the nation's land-grant universities to address the nation's water security challenges.

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Council for Agricultural Research, Extension and Teaching

The Council for Agricultural Research, Extension, and Teaching (CARET) adopted a scope of work and roadmap of responsibilities to guide the CARET Executive Director, CARET chair and officers, and CARET liaisons. CARET is a national grassroots organization created in 1982 by APLU's Board on Agriculture Assembly with a mission to advocate for greater national support and understanding of the land-grant university system's food and agricultural research, extension, and teaching programs that enhance the quality of life for all people.

Healthy Food Systems, Healthy People Initiative

The Board on Agriculture Assembly (BAA) and the Board on Human Sciences (BoHS) joined forces to work on a program and budget initiative, *Healthy Food Systems, Healthy People Initiative*, for Fiscal Year 2017. In March 2014, the Extension Committee on Organization and Policy (ECOP) Health and Wellness

Task Force released its National Framework for Health and Wellness. This action spurred the BAA Policy Board of Directors to focus on the topic at the summer meeting of the Joint Committees on Organization and Policy (COPs). The program was so successful that the BAA Policy Board of Directors authorized the formation of a steering committee to advance the issue of *Healthy Food Systems, Healthy People* as a program and budget initiative for the BAA in Fiscal Year 2017.

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Task Force on Antibiotic Resistance in Agriculture

The Board on Agriculture Assembly with the Board on Veterinary Medicine established a Task Force on Antimicrobial Resistance in Production Agriculture. The task force is comprised of representatives from U.S. agriculture colleges/land-grant universities (APLU) and veterinary colleges (Association of American Veterinary Medical Colleges) along with representatives from the production agricultural communities and industry. The goal of the task force is to help advise the federal government on a research agenda and also help publicly disseminate information on the appropriate use of antibiotics in production agriculture. Officials from key federal agencies are serving as observers to the task force and leaders from public universities in Mexico and Canada are represented as ex-officio members.



Cooperative Extension celebrated the 100th anniversary of the Smith-Lever Act with a convocation in Washington, DC. The Convocation was part of a nationwide series of events and celebrations looking at the next 100 years of Extension.

Deferred Maintenance for Agriculture Facilities

The Board on Agriculture Assembly launched a study of deferred maintenance for facilities used for agriculture and related programs at its land-grant institutions. The study is being designed and implemented under a contract with Sightlines, LLC, which is a nationally recognized consulting firm that specializes in analyzing and benchmarking all aspects of capital investment and facility operations at universities across the United States.

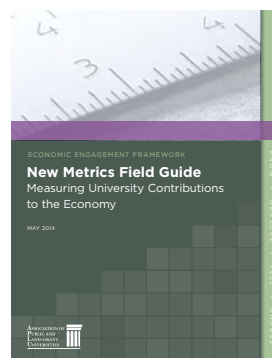
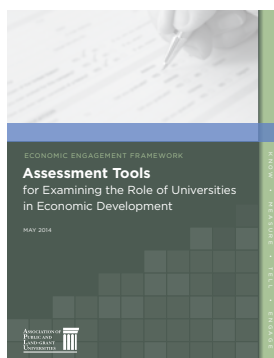
NEXT STEPS: The results of the study, which is expected to be completed by June 2015, will provide institutions with evidence useful to advocate for funding to improve university facilities.

ECONOMIC ENGAGEMENT

Innovation and Economic Prosperity Universities

APLU's Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP) completed its second year of the Innovation and Economic Prosperity Universities designation and awards program. Fourteen universities received the designation, four of which were recognized with awards at the 2014 Annual Meeting: University of Houston, University of Massachusetts Boston, Georgia Institute of Technology and North Carolina State University.

ON THE WEB: www.aplu.org/iep



Economic Engagement Framework

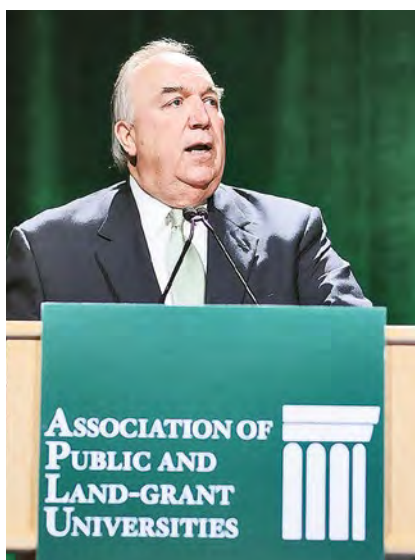
CICEP also completed its development of the Economic Engagement Framework and published the CICEP Economic Impact Guidelines, in cooperation with AAU and the U.S. Department of Commerce's Bureau of Economic Analysis. The Guidelines provide guidance to universities regarding measurement and communication of economic impacts and contributions. The broader Economic Engagement Framework, which also includes the Assessment Tools and New Metrics Field Guide, has at its core four simple ideas: institutions should **know** what they're doing well and what they need to improve with regard to economic engagement;

institutions should be able to **measure** the extent to which they are engaged; institutions should be able to **tell** the story of their contributions to economic development; and institutions must **engage** with external stakeholders throughout the processes of knowing, measuring, and telling in order for their contributions to have meaningful impact.

ON THE WEB: www.aplu.org/CICEPFramework

University-Industry Workforce Partnerships

CICEP began collaboration with the Business-Higher Education Forum (BHEF) and Business Roundtable (BRT) to expand and promote university-industry workforce development partnerships. The Commission also began a collaboration with the Council on Competitiveness on an initiative aimed at improving innovation ecosystem development through university-industry R&D partnerships. CICEP worked in partnership with the University Economic Development Association (UEDA) to develop definitions, principles,



Business Roundtable President and former Michigan Governor John Engler delivers the keynote address at the 2014 APLU Annual Meeting.



PHOTO COURTESY OF OREGON STATE UNIVERSITY

and a taxonomy of programs for use by university economic engagement professionals—the publication will be released in 2015.

FUTURE STEPS: CICEP will continue to grow the Innovation and Economic Prosperity Universities designation and awards program and promote the adoption of the Economic Engagement Framework among member institutions. The Commission will continue to work with BHEF, BRT, and the Council on Competitiveness to accelerate and scale-up university-industry partnerships in workforce development and R&D. The Commission will work with the University Economic Development Association to promote adoption of the partnership's definitions, principles, and taxonomy.

ENGAGEMENT & OUTREACH

The Council on Engagement and Outreach (CEO) continued to promote the use of the Regional Engagement Toolkit, and to develop effective engagement practices guidance



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based on an operationalization of *The Centrality of Engagement*, a paper written by CEO members.

Additionally, the C. Peter Magrath University Community Engagement Award, made possible by a grant from the W.K. Kellogg Foundation, recognizes public universities that have redesigned their learning, discovery, and engagement functions to become productively involved with their communities. The Virginia Commonwealth University's "Working Together to Transform Lives through Pharmacist Collaborative Care and Outreach in the Community (PCOC)" was the 2014 recipient of the award. The VCU program is comprised of initiatives that include seven academic-community partnerships with independent senior living facilities and underserved clinics, five large-scale community outreach programs, and programs to train the next generation of health professionals. PCOC initiatives focus on underserved populations including the uninsured, older adults, homeless individuals, and those living in rural areas.

FUTURE STEPS: The Council on Engagement & Outreach will continue to work in collaboration with the Engagement Scholarship Consortium (ESC) to promote participation in the Engagement Scholarship/W.K. Kellogg Foundation Engagement Award and the C. Peter Magrath Community Engagement Award. The Council will also continue to develop and disseminate resources for effective practices in university engagement.

ON THE WEB: www.aplu.org/ceo



PHOTO COURTESY OF UNIVERSITY OF NEW HAMPSHIRE



PHOTO COURTESY OF GEORGIA STATE UNIVERSITY



PHOTO COURTESY OF UNIVERSITY OF LOUISVILLE

URBAN INITIATIVES

Urban Serving Universities

The Coalition of Urban Serving Universities signed a memorandum of understanding with the U.S. Conference of Mayors and identified the topic of joint or shared services to develop a common initiative.

The USU Strengthening Community Strand is developing an initiative on off-campus safety partnerships as a core component of neighborhood development. USU is also exploring the area of urban sustainability as a possible area for joint activities.

The Urban Universities for HEALTH Learning Collaborative completed Phase 2 of its work, which focused on creating metrics to track institutions' progress toward developing a more diverse and culturally competent health workforce. The Collaborative developed a list of top community priorities in the areas of access to health care, educational opportunity, and competence of providers.

FUTURE STEPS: The Collaborative is vetting these measures with an advisory group of vice presidents of academic health centers. These priorities will be published early next year and will guide the work of the Collaborative through the remaining phases of the project.

ON THE WEB: www.usucoalition.org and urbanuniversitiesforhealth.org

engage our member institutions in that effort.

FUTURE STEPS: APLU will continue to use the report in further discussions with USAID and efforts to promote future investments in African higher education.

ON THE WEB: www.aplu.org/AfricanHEreport

INTERNATIONAL PROGRAMS

Knowledge Center on Higher Education for African Development

The APLU Knowledge Center on Higher Education for African Development completed a strategy report, *African Higher Education: Opportunities for Transformative Change for Sustainable Development*, and presented it to the U.S. Agency for International Development (USAID) in March. This report was designed to guide USAID's investments in African higher education and to further

Board for International Food and Agricultural Development

APLU was awarded a five-year, \$2 million cooperative agreement from USAID to support the Board for International Food and Agricultural Development (BIFAD). Congress originally established BIFAD to facilitate the working relationships between U.S. universities and USAID in agricultural research, human and institutional capacity development and university partnerships for our member institutions.

ON THE WEB: www.aplu.org/BIFAD



Advocacy & Public Affairs

CONGRESSIONAL ACTIVITIES

APLU and its Council on Governmental Affairs (CGA) worked closely with other higher education groups such as the Association of American Universities (AAU) and the Association of American State Colleges and Universities (AASCU), and issue coalitions such as The Science Coalition, Task Force on American Innovation, and United for Medical Research, on a range of issues and causes, especially in support of federal student financial aid and federal research funding and policy.

APLU both advocated broadly and targeted key members of Congress for FY15 appropriations for research and higher education through regular communications and meetings on the Hill. In addition, APLU worked with CGA and member presidents to contact their congressional delegations. With Congress and the president having set the overall budget levels early in the FY15 process, advocacy efforts have pivoted this year from mitigating sequestration to increasing higher education and science accounts in the federal budget.

Overall, science agencies emerged as relative winners in the final FY15 appropriations bill. While some agencies saw only modest gains, others enjoyed more robust increases. And in a year when the federal discretionary budget grew by only one-tenth of a percent, science increases of a half percent to more than 5 percent were welcome.

Science Policy and Legislation

APLU communicated with key congressional committees about the importance of robust authorization levels in science bills such as the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) and science policy issues such as the relevance and necessity for the federal government to support sciences in all fields, including social, behavioral, and economics research. Additionally, APLU worked to explain the benefits of the National Science Foundation's merit review process.

The association also initiated a joint working group with AAU on the

Federal Aviation Administration's effective ban of small unmanned aerial systems (sUAS) for research with the goal of securing a safe harbor or operational process to successfully permit universities to operate sUAS for academic and research use.

APLU helped with the planning and production of the third annual Golden Goose Awards to illustrate the often serendipitous nature of the results, impacts and benefits of federally funded research. This included a session at the American Association for the Advancement of Science (AAAS) Annual Meeting in Chicago during which two Members of Congress (bipartisan) announced an award winner, and the annual award ceremony on Capitol Hill with bipartisan congressional participation and a standing room-only crowd.

The APLU Council on Research Policy and Graduate Education (CRPGE) drafted a position paper and subsequently established a task force on laboratory safety. The task force is charged to work with AAU and the American Chemical Society (ACS) to advise how the associations and institutions ought to respond to the recommendations contained in

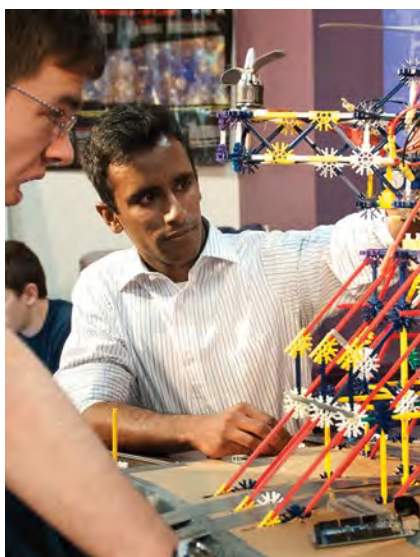


PHOTO COURTESY OF THE PENNSYLVANIA STATE UNIVERSITY

the National Research Council (NRC) report, *Safe Science: Promoting a Culture of Safety in Academic Chemical Research*, issued in October 2014. The report offers recommendations for university administration, faculty, and university/science societies.

Higher Education Act Reauthorization

As Congress focused on reauthorizing the Higher Education Act (HEA), APLU met with key congressional members and staff to advocate for robust funding levels and stronger institutional accountability of Title IV financial aid programs. APLU prepared and submitted a detailed response to the Senate Health, Education, Labor, and Pensions Committee on its draft HEA reauthorization bill. Among other positions, APLU urged strong funding levels for Title IV financial aid programs; restoration of year-round Pell grants; establishment of the State-Federal College Affordability Partnership Grant Program; change from the current 90/10 revenue rule to an 85/15 model; adoption and use of the Student Achievement Measure; increased support for graduate

assistance and concern with the recent withering of graduate aid programs; reduction of redundant and unnecessary reporting requirements; and the authorization of a student unit record system.

Sexual Assault Legislation

After extensive consultation with members, APLU crafted a detailed response to the bipartisan Campus Accountability and Safety Act (CASA) that Senate and House members introduced this summer. The APLU document laid out concerns with the bill and offered suggestions on how to improve the measure while still effectively addressing the issue of sexual assault. APLU staff met with key congressional offices to discuss the legislation and proposed changes.

Closing the Innovation Deficit

The centerpiece of APLU's effort to increase federal support for research funding continued to be the "Close the Innovation Deficit" campaign, which involved a joint effort with AAU and The Science Coalition.

In partnership with Colorado State University, APLU and AAU produced and released a creative, hand-drawn video,

which explains the perils of the growing innovation deficit and urges Congress to close it. The video launch garnered the support of 14 key umbrella associations and coalitions. APLU worked with Colorado State to develop a template of the video so that all member institutions could customize the beginning of the video to use for their own purposes. The original video has more than 12,500 views to date in addition to views of university-branded versions. APLU, AAU,

and The Science Coalition worked with the University of Arizona to produce an infographic, which depicts the consequences of the continued innovation deficit.

As efforts to close the innovation deficit picked up steam, the term and concept became more widely used with more than 30 members of the House and Senate referencing the campaign. In April, the U.S. Senate Appropriations Committee

held an unprecedented hearing with heads of major federal science agencies on the need for federal research investments to drive innovation and economic growth. The hearing included several mentions of the innovation deficit. APLU helped organize a coalition of 50 business, university, scientific, and patent organizations to support and amplify the "close the innovation deficit" message. The coalition submitted testimony for the Senate hearing. Since then, the coalition has grown to more than 130 organizations advocating for closing the innovation deficit.

To mark the one-year anniversary of the start of the "close the innovation deficit" campaign in July, APLU and its partners worked to develop an animated cartoon (GIF) demonstrating the impact of the innovation deficit.

ON THE WEB: www.innovationdeficit.org and #InnovationDeficit





PHOTO COURTESY OF UNIVERSITY OF NEW HAMPSHIRE

Proof-of-Concept

The association worked to include Technology and Research Accelerating National Security and Future Economic Resiliency (TRANSFER) Act provisions in the National Defense Authorization Act (NDAA). This would make certain funds available for proof-of-concept work. While the TRANSFER Act was originally a bipartisan, stand-alone bill, APLU and others seized the opportunity to include some of the provisions in “must-move” legislation. The final NDAA bill included a small pilot program providing the Department of Defense authority to establish proof-of-concept commercialization centers to support the transition of basic research from universities, small businesses and government labs into military technology.

Patent Legislation

APLU worked with other university associations and patent holder groups to oppose patent legislation that would have negatively impacted universities. While APLU and the other associations support legislation aimed at curbing abusive patent litigation by

so-called “trolls,” the draft Senate legislation (a version of which passed the House in 2013) would have had unintended consequences in deterring patent holders from pursuing legitimate infringement claims. More than 120 APLU presidents signed a letter to lawmakers expressing concern. Along with other efforts from the patent holder community, the letter had a significant impact. Senate leadership pulled the bill when a compromise could not be reached. APLU continues to work with others to develop more appropriate language for consideration in the 114th Congress in order to address the actions of “trolls” while preserving the strength of the U.S. patent system and university technology transfer process.

International Issues

Along with its International Advocacy Coordinating Committee (IACC), APLU continued to successfully advocate for federal support of U.S. university work in international development and higher education capacity building; immigration and visa policy favorable to universities; Title VI international education, and study abroad.



PHOTO COURTESY OF UNIVERSITY OF UTAH

Together with NAFSA, APLU worked to secure \$5 million in a Senate appropriations bill to fund a competitive grants program modeled on the Simon Study Abroad Act. The appropriation to the U. S. Department of Education would have funded grants to colleges and universities to significantly increase study abroad participation and expand diversity of participants and destinations, including to developing nations. Unfortunately, the funding was not included in the final FY15 appropriations bill.

APLU was deeply involved with USAID’s Bureau for Legislative and Public Affairs and with Congress to provide recommendations for House and Senate legislation to authorize the *Feed the Future* program. As a result of this advocacy, both bills recognize and support the contributions of U.S. universities within *Feed the Future* including a direct reference to the Feed the Future Innovation Labs within the legislation.

APLU also continued efforts to protect and advance the ability of public universities to bring international students, researchers, and faculty to campus.

Finances & Operations

APLU's revenue for 2014 included \$6.1 million in dues, \$1.1 million in assessments, and \$4.1 million in grants and contracts. An additional \$5.1 million in assessments were

collected for the activities coordinated by the Board on Agriculture Assembly.

PROJECT	FUNDER
Board for International Food & Agriculture Development (BIFAD)	U.S. Agency for International Development (USAID)
Coalition of Urban Serving Universities/ Urban Universities for HEALTH	National Institutes of Health (NIH)
Cooperative Extension Centennial	National 4H Council
Degree Completion Stakeholders Meeting	Lumina Foundation
HBCU Innovation, Commercialization and Entrepreneurship Collaborative	Lemelson Foundation, VentureWell
HBCU Innovation, Commercialization and Entrepreneurship Symposium	Lemelson Foundation, Lumina Foundation
HBCU Student Success Summit	American Association of State Colleges and Universities (AASCU), Educational Testing Service (ETS), Royall & Company, The College Board
Holistic Admissions Review in Nursing	National Institutes of Health (NIH), Human Resources and Services Administration (HRSA)
Innovation Challenge Pitch/ Coalition of Urban Serving Universities	Lumina Foundation
Mathematics Teacher Education Partnership	Leona M. and Harry B. Helmsley Charitable Trust, S.D. Bechtel, Jr. Foundation Foundation
MVP Project Degree Completion Awards	Lumina Foundation
National Access Diversity and Excellence Summit	University of Massachusetts Boston
Post-Collegiate Outcomes	Bill & Melinda Gates Foundation
Science & Mathematics Teacher Imperative	S.D. Bechtel, Jr. Foundation Foundation
STEM Education Center Network	Alfred P. Sloan Foundation
Student Achievement Measure	American Association of State Colleges & Universities (AASCU), Bill & Melinda Gates Foundation
Transformational Planning Grant/ Coalition of Urban Serving Universities	Bill & Melinda Gates Foundation



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Austin Ryland, Ph.D., Assistant Director, Research and Analysis

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Julia Michaels, Learning Collaborative Coordinator

Rebecca Villarreal, Ph.D., Project Manager

Adrienne Thomas, Administrative Assistant, USU/APLU Office of Urban Initiatives

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Oklahoma State Regents for
Higher Education
Southern Illinois University System
Southern University System²
Texas A&M University System
Texas Tech University System
The California State University System
The City University of New York System
The Mississippi Board of Trustees of State
Institutions of Higher Learning
The State University of New York System
The University of Texas System
University of Alabama System
University of Alaska System
University of California¹
University of Colorado System
University of Hawai'i System
University of Illinois System
University of Massachusetts System
University of Missouri System
University of Nebraska System
University of North Carolina System
University of Wisconsin System
University System of Georgia
University System of Maryland

Member Universities by Jurisdiction

CANADA

Dalhousie University
University of Alberta
University of Calgary
University of Guelph
University of Manitoba
University of Saskatchewan
University of Western Ontario
Queen's University

MEXICO

Instituto Politécnico Nacional
Universidad Autónoma de Nuevo León
Universidad de Guadalajara
Universidad Nacional Autónoma de México
Universidad Veracruzana

UNITED STATES

ALABAMA

Alabama A&M University^{1,2}
Auburn University¹
Tuskegee University^{1,2}
The University of Alabama
The University of Alabama at Birmingham
The University of Alabama in Huntsville
University of South Alabama

ALASKA

University of Alaska Fairbanks¹

AMERICAN SAMOA

American Samoa Community College¹

ARIZONA

Arizona State University
Northern Arizona University
University of Arizona¹

ARKANSAS

Arkansas State University
University of Arkansas, Fayetteville¹
University of Arkansas at Pine Bluff^{1,2}

CALIFORNIA

California Polytechnic State University,
San Luis Obispo
California State University, Fresno³
California State University, Fullerton³
California State University, Northridge
California State University, Sacramento
San Diego State University
San Francisco State University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Merced
University of California, Riverside³
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz

COLORADO

Colorado School of Mines
Colorado State University¹
University of Colorado at Boulder
University of Colorado Denver / Anschutz
Medical Campus

CONNECTICUT

University of Connecticut¹

DELAWARE

Delaware State University^{1,2}
University of Delaware¹

DISTRICT OF COLUMBIA

University of the District of Columbia^{1,2}

FLORIDA

Florida A&M University^{1,2}
Florida Atlantic University
Florida International University³
Florida State University
University of Central Florida
University of Florida¹
University of South Florida

GEORGIA

Fort Valley State University^{1,2}
Georgia Institute of Technology
Georgia Regents University
Georgia Southern University
Georgia State University
The University of Georgia¹

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University of Guam¹

HAWAII

University of Hawai'i¹

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Boise State University
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Iowa State University¹
University of Iowa

KANSAS

Kansas State University¹
University of Kansas
Wichita State University

KENTUCKY

Kentucky State University^{1,2}
University of Kentucky¹
University of Louisville

LOUISIANA

Louisiana State University and Agricultural
& Mechanical College¹
Louisiana Tech University
Southern University and A&M College,
Baton Rouge^{1,2}
University of Louisiana at Lafayette
University of New Orleans

1 Land-grant institution as designated by the state legislature

2 Historically Black College or University

3 Hispanic-Serving Institution

MAINE

The University of Maine¹

MARYLAND

Morgan State University²
United States Naval Academy
University of Maryland, Baltimore County
University of Maryland, College Park¹
University of Maryland Eastern Shore^{1,2}
University of Maryland University College

MASSACHUSETTS

Massachusetts Institute of Technology¹
University of Massachusetts Amherst¹
University of Massachusetts Boston
University of Massachusetts Dartmouth
University of Massachusetts Lowell

MICHIGAN

Michigan State University¹
Michigan Technological University
Oakland University
University of Michigan
Wayne State University
Western Michigan University

MINNESOTA

University of Minnesota¹
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Jackson State University²
Mississippi State University¹
The University of Mississippi
The University of Southern Mississippi

MISSOURI

Lincoln University^{1,2}
Missouri University of Science and Technology
University of Missouri-Columbia¹
University of Missouri-Kansas City
University of Missouri-St. Louis

MONTANA

Montana State University¹
The University of Montana

NEBRASKA

University of Nebraska-Lincoln¹

NEVADA

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University of Nevada, Reno¹

NEW HAMPSHIRE

University of New Hampshire¹

NEW JERSEY

Montclair State University
New Jersey Institute of Technology
Rutgers, The State University of New Jersey¹

NEW MEXICO

New Mexico Institute of Mining and Technology
New Mexico State University^{1,3}
The University of New Mexico³

NEW YORK

Binghamton University, SUNY
Cornell University¹
Stony Brook University, SUNY
The City College of New York, CUNY³
University at Albany, SUNY
University at Buffalo, SUNY

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East Carolina University
North Carolina A&T State University^{1,2}
North Carolina State University¹
The University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Wilmington

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North Dakota State University¹
The University of North Dakota

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Cleveland State University
Kent State University
Miami University
Ohio University
The Ohio State University¹
The University of Akron
The University of Toledo
University of Cincinnati
Wright State University

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Oklahoma State University¹
University of Oklahoma

OREGON

Oregon State University¹
Portland State University
University of Oregon

PENNSYLVANIA

The Pennsylvania State University¹
Temple University
University of Pittsburgh

PUERTO RICO

University of Puerto Rico Mayaguez^{1,3}

RHODE ISLAND

The University of Rhode Island¹

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Clemson University¹
South Carolina State University^{1,2}
University of South Carolina

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South Dakota School of Mines and Technology
South Dakota State University¹
University of South Dakota

TENNESSEE

Middle Tennessee State University
Tennessee State University^{1,2}
The University of Memphis
The University of Tennessee, Knoxville¹

TEXAS

Prairie View A&M University^{1,2}
Texas A&M University¹
Texas State University
Texas Tech University
University of Houston
University of North Texas
University of Texas at Arlington
The University of Texas at Austin
The University of Texas at Dallas
The University of Texas at El Paso³
The University of Texas at San Antonio³

UTAH

The University of Utah
Utah State University¹

VERMONT

The University of Vermont¹

VIRGIN ISLANDS

University of the Virgin Islands^{1,2}

VIRGINIA

The College of William & Mary
George Mason University
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute & State University (Virginia Tech)¹
Virginia State University^{1,2}

WASHINGTON

University of Washington
Washington State University¹

WEST VIRGINIA

West Virginia State University^{1,2}
West Virginia University¹

WISCONSIN

University of Wisconsin-Madison¹
University of Wisconsin-Milwaukee

WYOMING

University of Wyoming¹

Related Higher Education Organizations

American Indian Higher Education Consortium
Connecticut Agricultural Experiment Station¹
National Organization of Research Development Professionals
The College Board
University of Wisconsin-Extension

About APLU

The Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization representing 238 public research universities, land-grant institutions, state university systems, and affiliated organizations. Founded in 1887, APLU is North America's oldest higher education association with member institutions in all 50 U.S. states, the District of Columbia, four U.S. territories, Canada, and Mexico. Annually, APLU member campuses enroll 4.8 million undergraduates and 1.3 million graduate students, award 1.2 million degrees, employ 1.4 million faculty and staff, and conduct \$41.4 billion in university-based research.

APLU's membership includes 209 campuses and 24 university systems, including 75 U.S. land-grant institutions. The association's membership includes 23 historically black colleges and universities (HBCUs), of which 21 are land-grant institutions (19 under the 1890 Morrill Act, 2 under the 1862 Morrill Act). In addition, APLU's membership includes five related higher education organizations, including the American Indian Higher Education Consortium (AIHEC), which serves the interests of the nation's 33 American Indian land-grant colleges.

In 1963, the American Association of Land-Grant Colleges and Universities merged with the National Association of State Universities to

form the National Association of State Universities and Land-Grant Colleges. On March 30, 2009, the association adopted the name Association of Public and Land-grant Universities or APLU (the name of each letter is pronounced).

Today, APLU is dedicated to advancing learning, discovery and engagement. The association provides a forum for the discussion and development of policies and programs affecting higher education and the public interest.

APLU Organization/ Structure

As the leading research and advocacy organization for senior public higher education leaders, APLU engages its membership through a series of initiatives led by councils and commissions. These councils and commissions help drive the APLU agenda.

The APLU council structure enables university leaders with comparable titles, working in similar positions, to come together to address critical issues and expand their knowledge base within their professional area of expertise. The APLU councils are:

- Council of 1890 Universities
- Council of Presidents
- Council of Presidents' & Chancellors' Spouses/Partners

- Council on Academic Affairs
- Council on Business Affairs
- Council on Engagement & Outreach
- Council on Governmental Affairs
- Council on Research Policy & Graduate Education
- Council on Strategic Communications
- Council on Student Affairs

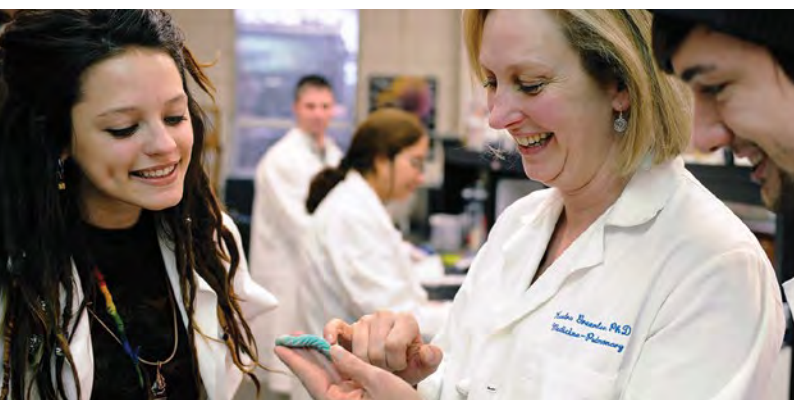
The commission structure enables individuals, regardless of position and from multiple disciplines across the universities, to come together to address critical issues and expand their knowledge base in areas of common interest regardless of position. The APLU commissions are:

- Commission on Access, Diversity, & Excellence
- Commission on Food, Environment, & Renewable Resources
- Commission on Information, Measurement, & Analysis
- Commission on Innovation, Competitiveness, & Economic Prosperity
- Commission on International Initiatives
- Commission on Science & Mathematics Teacher Imperative
- Coalition of Urban Serving Universities





ASSOCIATION OF
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